

How to Reach Our Digital Natives

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Our task is to provide an education for the kind of kids we have... Not the kind of kids we used to have... or want to have... Or the kids that exist in our dreams."

Mary Kay Utecht-Marketing Director and Sales, Linked Corp.

In a Young Canadians In A Wired World (YCWW) survey conducted in 2005, when asked how they would rank the Internet as a homework resource compared to the school and public library:

- 44% of students turned to the Internet first as a source for homework
- 19% would choose a public library
- 16% would choose a school library

Table 5. Respondents who engage in online activities "on an average school day"*YCWW II, 2005*

Online Activity	Percent of respondents who engage in the activity							
	Grade							
	4	5	6	7	8	9	10	11
Talk to friends on instant messaging	28	43	60	73	75	77	81	86
Download or listen to music	41	48	57	63	77	78	76	82
Use email	33	52	61	70	74	74	72	78
Do homework using the Net	47	67	75	76	81	76	76	76
Work on a topic of personal interest	42	60	53	55	55	59	62	65
Play games on the Net	89	88	85	79	75	69	66	63
Get news, weather, sports	28	35	30	32	37	38	42	47
Download movies, TV shows	17	22	19	23	33	36	34	40
Shop, or get product information	16	19	17	22	25	33	33	36
Visit chat rooms	15	23	20	21	21	24	22	25
Work on my own Web site	21	26	27	31	32	31	27	25
Blogging, writing an online diary	14	11	8	15	14	19	18	17

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- 97% of students in grades 7-12 believe strongly that technology use is important in education.
- The fastest growing age group for using the Internet is 2 to 5-year-olds.

NetDay News Survey, 2005

blogs

blogs

wikis

blogs

wikis

podcasts

blogs

wikis

podcasts

webcasts

blogs

wikis

podcasts

webcasts

social bookmarking

blogs

wikis

podcasts

webcasts

social bookmarking

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social bookmarking

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RSS feed

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RSS feed

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podcasts

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social bookmarking

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folksonomies

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social bookmarking

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folksonomies

RSS feed

Flickr

Skype

blogs

wikis

podcasts

webcasts

social bookmarking

tagging

folksonomies

RSS feed

Flickr

Skype

deli.cio.us

Presentation tools combine elements of many other tools and provide opportunities to present learning in new more meaningful ways. The primary responsibility of educators is to recognize the strengths of the various tools and to select the appropriate tool with the curriculum expectations in mind.

YRDSB ICT and the Learner Document, 2003

podcast - portable digital
media distributed over the
Internet

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iPod + broadcast

Kinds of Podcasts

- audio only
- enhanced - audio and one graphic
- enhanced 2
- KDG

Podcasting Tools

- Garage Band (Mac) or Audacity (Win)
- iTunes
- microphone (built into Mac)
- access to a server

wiki - a Hawaiian word(wiki wiki)
for “fast”

a wiki - an editable website,
a living collaboration

Why Use a Wiki?

- easy to use
- quick to edit
- allows for collaboration
- provides authentic audience
- students have access to their work 24/7

Wiki Samples/Ideas

Thousand Project
Westwood

Ancient Greece

The Wright 3

School-Community Connection

Wiki Tools

- Wikispaces
- PBWiki
- WetPaint

Web + log = blog

blog=online journal

Sample Blogs

- Controversial Topics
- Technology Enhanced Literature Circle

Blog vs. Wikis

wiki- facts

blog-opinions

How do I begin to blog?

- Read other people's blogs.
- Find posts that you would like to comment on.
- When you are ready, sign up for a blogging account.
- Get familiar with the features of your blog.
- Discuss the idea with your principal and check on your district policy.

- Send a letter home explaining the purpose of this idea, the benefits and the rules. Ask for permission and invite parents to read the posts and comment on them.
- Discuss the rules and expectations with your students.
- Make it clear to the students how you are going to evaluate their writing.(sample rubric)
- Create students' accounts.
- Decide who is allowed to view your blog, post to it and comment (security).

- Decide on a focus (current or sport events, responding to a book read aloud or independently, curriculum related topics, controversial issues, reflection on an article read online).
- Post the first prompt and invite students to read it and reply to it(sample math prompts).
- You may consider starting by posting just one prompt per week.
- Use the blog as an assessment tool (assessment for learning). Let it guide your teaching and provide topics for mini-lessons and writer's workshop conferences.

Blogging Tools

21 Classes (only 2MB per student, when free)

Class Blogmeister

Edublogs (based on WordPress)

WordPress (3GB of storage space)

Blogger (Google based- 1GB of storage space)

“The past 25 years in technology have been the warm-up act. What we are now entering is the MAIN EVENT which is the era in which technology will truly transform every aspect of business, government, education and society of life.”

Carly Fiorina, former CEO of HP

Where to Access the Resources

<http://eces.wikispaces.com/>

Name: _____

Blogging Rubric

Criteria/Level	Level 1	Level 2	Level 3	Level 4
Responding to a Teacher Post or Prompt	<ul style="list-style-type: none"> - there is some attempt to write a response - the response does not meet the paragraph requirement - there is no reference to facts or personal experience (no Power Paragraph pattern) 	<ul style="list-style-type: none"> - the author attempts to identify at least three persuasive points to support their opinion - some of the points provide facts or personal experience (Power Paragraph pattern is 1, 2, 2, 2, 1) 	<ul style="list-style-type: none"> - the author identified at least three persuasive points to support their opinion - each point provides facts or personal experience that support and connect to the opinion (Power Paragraph pattern is 1, 2, 3, 2, 3, 2, 3, 1) 	<ul style="list-style-type: none"> - the author identified at least three persuasive and convincing points to support their opinion - each point clearly provides facts or personal experience that concisely support and connect to the opinion (Power Paragraph pattern is 0,1, 2, 3, 2, 3, 2, 3, 1)
Responding to Another Student's Post	<ul style="list-style-type: none"> - a simple response (e.g. Great! Nice Thinking) - there is no reference to facts or personal experience 	<ul style="list-style-type: none"> - a response but may not clearly indicate agreement or opposition to the author's opinion - a repeat of someone else's idea - little or no facts or personal experience written to support the opinion 	<ul style="list-style-type: none"> - responded with at least one <u>new</u>, relevant point that agrees or opposes the author's opinion - uses facts and/or personal experience to support the opinion 	<ul style="list-style-type: none"> - responded with at least one <u>new</u>, relevant point that agrees or opposes the author's opinion - uses other credible resources (e.g. CBC, The Toronto Star, EBSCO) to support opinion - reference the source
Style + Personal Voice	<ul style="list-style-type: none"> - little evidence that sentences were constructed with personal thought 	<ul style="list-style-type: none"> - uses simple sentences or run-on sentences - some awkwardness in flow 	<ul style="list-style-type: none"> - the post flows with a variety of sentences - clear and concise - no run-on sentences - avoids "which" and/or "because" in sentences 	<ul style="list-style-type: none"> - sentence length and variety captures your audience - it makes the reader think more about the topic - you're receiving quite a few responses that show that people are thinking about your ideas
Conventions (Spelling, Vocabulary Word Choice, Grammar, Punctuation)	<ul style="list-style-type: none"> - there are many errors which make it difficult to read the post without stumbles 	<ul style="list-style-type: none"> - there are several conventional errors that indicate the written work was not edited prior to posting 	<ul style="list-style-type: none"> - there are two or less errors in conventions 	<ul style="list-style-type: none"> - there are no errors in conventions



- The hardest part of math last week was _____.
- This is how I used math this week (outside of school) _____.
- Describe any discoveries you made about mathematics today, this week/month/year.
- Give two examples of situations in which you have used, seen or can find the concept of _____. OUTSIDE of this classroom.
- I want to learn more about _____.
- I wish I knew more about _____.
- I need more help understanding _____.
- My math grade now is _____ because _____.
- What was your grade on the exam/quiz/project? If you were not satisfied with your score, what can you do to improve? If you were happy with your score, what did you do well?
- Write instructions for a (insert grade level here) grader to follow when (adding fractions, finding percentages, calculating averages, etc.)
- How would you describe a _____?

